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SHAW'S SCHOOL HYGIENE

A REVIEW QUIZ FOR GEORGIA TEACHERS

BY

E. C. BRANSON

PRESIDENT STATE NORMAL SCHOOL, ATHENS, GEORGIA

New York

THE MACMILLAN COMPANY

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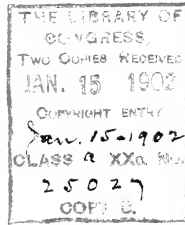
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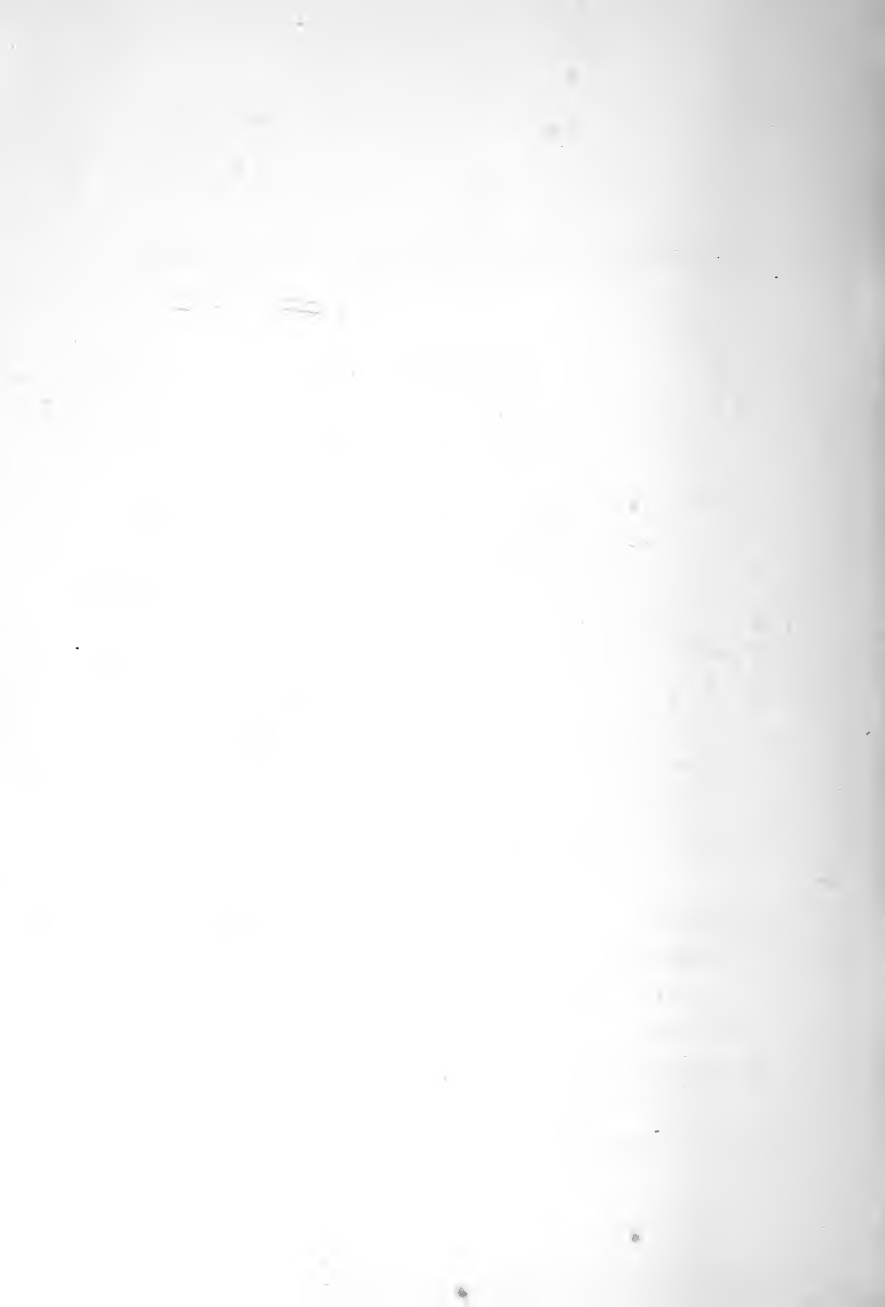
DR. BUTLER, the editor of this admirable summary of School Hygiene, pertinently reminds us in his Introduction that eyesight is impaired, normal growth prevented, blood poisoned, and the body starved, because the hours of school life are so often unhealthy and abnormal.

Parents, teachers, principals, superintendents, school boards, and architects are jointly responsible for these crimes against helpless childhood.

School teachers are specially responsible for such damage as they can control either by counsel, prevention, or correction, and in the state examination they will be expected to give answers to such questions in this quiz review as concern their particular responsibility for the health of the children.

E. C. BRANSON.

DECEMBER 1, 1901.



NOTES TO SCHOOL HYGIENE

CHAPTER I

THE SCHOOLROOM

1. The proper unit in planning a school building?
Why? (See also pp. 45, 46.)
2. Give dimensions of a schoolroom accommodating forty-eight pupils: Give reasons therefor.
3. Best arrangement of desks? Why? (See also p. 26.)
4. Why should primary rooms be as large as rooms for higher grades?
5. Main points to be considered in lighting a school-room?
6. What proportion of window-glass surface is best?
Why? Why large panes instead of small ones?
7. Windows: Where placed? Why? Why set with the least possible spacing between them? How high should they extend? Why? Height of sills above floor? Why?
8. Shades: What kind of shades is preferable? Why?
Why roll from bottom of windows? What color of shades is best? Why?

9. What color of walls is best? Why? Of ceiling? Why?
10. Blackboard: Extent? Material? Color? Height above floor? Width? Why in each case?
11. Objections to teacher's platform?

CHAPTER II

THE SCHOOL BUILDING

1. State the advantages and disadvantages to be considered in locating the building. (See also p. 50.)
2. Why is a two-story building preferable?
3. The basement: How protected from dampness? How floored for a play room? How protected against fire from the furnace room? Where there is no basement, how high above ground should the building be placed? How make provision against stagnant air and water underneath the building? (See also pp. 60-62.)
4. Suggestions as to entrances?
5. Corridors: Objections to too narrow hallways? To too wide hallways? Proper width? How best lighted? Opening of entrance doors?
6. Stairways: How many? Why? Where placed? Why? Objections to balustrades? Suggestions as to hand rails? Preferable materials for stairways? Why? How lighted? Why? Suggest-

tions as to width and landings? Proper height of risers? Width of treads?

7. Floors: Best material? Why? How rendered sound proof? Why floor the attic?
8. Dust: How obviated?
9. Cloak-room: Ends to be secured? Objections to be avoided? How?
10. Draw floor plan of a four-room school building embodying the suggestions approved in chapters I and II.

CHAPTER III

SCHOOL GROUNDS

1. Character of grounds? State disadvantages to be avoided and give reasons therefor. (See also p. 60.)
2. Size of site: Minimum space per pupil? How ornamented? Where should trees be planted? Why? Where should the playgrounds be located? How protected?
3. Entrances: How many? Why?

CHAPTER IV

WARMING AND VENTILATING

1. Steam and hot water systems: Advantages and disadvantages of each?
2. Defects of hot air systems?

3. What is direct-indirect heating? The purpose and method of it?
4. How provide an outlet for impure air?
5. Account for the dangerous effects of expired air? How are its impurities detected? What is the danger limit of vitiation? What amount of fresh air is necessary per pupil, per hour, according to the Massachusetts standard?
6. What positive facts call for a constant renewal of fresh air in schoolrooms?
7. How often will the air in a regulation schoolroom $25 \times 30 \times 13$ need to be renewed?
8. The gravity system of ventilation: Explain the method. Its defects?
9. Explain pressure and exhaust (plenum and vacuum) ventilation by means of fans. Contrast the two systems. How are the best effects secured?
10. Contrast pressure ventilation by means of the disk and the paddle-wheel fan. Defects to be avoided?
11. Inlets and outlets: Where are they best located? Sizes of inlets and outlets?
12. Purity of air supply: The best source of pure air? How washed and filtered?
13. The proper temperature of air in a schoolroom? How indicated?
14. Humidity: Effects of air devoid of a proper humidity? Effects of too high a degree of humidity?

What is a proper per cent of humidity? How supplied?

15. Explain the use of an anemometer in measuring ventilation.
16. Explain the best methods of heating and ventilating rural schools.
17. Suggestions as to ventilation by means of windows?

CHAPTER V

SANITATION

1. Closets: How many? Where placed? How ventilated? Character of fixtures? How floored? How lighted? Advice about deodorants and scrubbing?
2. Urinals: How constructed? Of what materials? How kept in sanitary condition?
3. Directions concerning outhouses for country schools?
4. Diseases that may be communicated by a common drinking cup?
5. Objections to a water pail? What substitute is advisable?
6. Advice regarding springs and wells?
7. Directions for the daily cleaning of the building?
Cleaning that needs to be done periodically?
8. Arguments for and against dustless floor oils?
9. A satisfactory way of cleaning desks and seats?

10. A simple and effective way of disinfecting books and wraps?
11. Caution as to colored crayons?

CHAPTER VI

SCHOOL BATHS

1. The purpose of school baths? (See also pp. 133, 134.)
2. Reasons for having basins, soap, and towels provided for the schoolroom?
3. Effects of attention to personal cleanliness in schoolrooms?

CHAPTER VII

SCHOOL FURNITURE

1. Injurious effects of wrongly constructed desks and chairs?
2. Why should desks and chairs be adjustable in height?
3. Describe a proper sitting posture. (See also p. 160.)
4. Evil results from placing the seats too far from the desks?
5. Advantages of a desk top that slides forward and back?
6. What determines the proper slope of a desk top?

Advantages and disadvantages of a slope of 15 degrees from a horizontal?

7. The seat or chair: Proper height? Why should seat be concave? How wide? Why? How high should the back rest be? How curved?
8. Objections to foot rests?
9. Advantages of single desks?
10. Describe an ideal desk and seat.
11. When should periodical adjustments of seats and desks occur? Why?

CHAPTER VIII

POSTURES AND PHYSICAL EXERCISES

1. Name conditions in school life productive of bodily deformities. Instance the alarming extent of these deformities.
2. Describe common improper desk postures and the resulting evils. (See also p. 164.)
3. What part of the time of first-year pupils should be spent at their desks? What corrective physical exercises are advisable throughout the school course? How often? (See also p. 168.)
4. Describe common improper positions in standing. Evils resulting?
5. Describe a proper standing position.
6. Recesses: How often? How long? Why?

7. Physical exercises: How often? Purposes in view? Objections to the Swedish system? The benefits of free gymnastics? The uses of apparatus?

CHAPTER IX

EYESIGHT AND HEARING

1. What conditions in school life tend to impair the eyesight?
2. Suggest alterations that would increase the legibility of letters.
3. What color and surface of paper are unfit for textbooks? Why?
4. Conditions of legibility in blackboard writing?
5. Objections to the use of slates?
6. Suggestions as to copy-books? As to ink?
7. In reading or writing how near to the eye should the page be? (See also p. 144.)
8. Evils of excessive writing?
9. Objections to the use of fine maps?
10. Cautions as to needlework by pupils?
11. How test the degree of illumination requisite for study?
12. Objections to the incandescent electric light for reading or study?
13. Advantages of the Holophane globe?
14. Objections to the gas jet? How can the defects

of color and unsteadiness be remedied? What other advantages are gained thereby? Further advantages of using the Holophane globe with the Welsbach mantle? Where should the light be placed?

15. Testing the eyesight: Importance of it? How test acuteness of vision? Indications of long-sightedness?
16. Hearing: The extent of defective hearing? (See also p. 199.) Describe the test by means of a watch. By means of whispering. Describe the test by means of the audiometer.

CHAPTER X

HANDWRITING

1. Spinal curvature: Its extent among schoolboys? Among girls? A principal cause?
2. Objections to slanting script? Advantages of vertical script?
3. Describe the straight central position in writing.
4. Rules to be observed in teaching vertical script?
5. Objections to the old way of holding the pen?
6. Objections to the prevalent old-time way of teaching writing?
7. Suggestions as to writing by beginners? Reasons for alternate use of right and left hands?

8. Objections to the too early use of pencils and pens?
9. Reasons for placing freedom and ease of movement before nicety and exactness of letter forms?

CHAPTER XI

CONDITIONS CONDUCIVE TO HEALTHFUL MENTAL WORK

1. Causes of overpressure and fatigue? Dangers?
2. How may fatigue be obviated in the daily programme? When is vitality at its lowest ebb during the day?
3. Indicate about the length of recitations in the various school years.
4. Objections to a long, single daily session?
5. Suggestions as to home study on part of pupils?
6. Suggestions as to examinations?

CHAPTER XII

DISEASES WHICH CONCERN THE SCHOOL

1. Diphtheria: Its cause and nature? How spread? Symptoms? Conditions of readmission of pupil?
2. Scarlet fever: How communicated? Why so much to be dreaded? Symptoms? When prevalent? Advisability of a quarantine? Conditions of readmission of pupil?

3. Measles: When contagious? How long in manifesting itself? Symptoms? Classes of children most in danger? When most prevalent?
4. Whooping-cough: When most dangerous? Length of quarantine?
5. Mumps: Symptoms? How communicated? How long should pupil be excluded from school?
6. Chicken-pox: Character of the disease? How long should pupil be excluded from school?
7. Spitting: The danger of communicating diseases by sputa? The advisability of instruction upon the evils of spitting?
8. Contagious conjunctivitis: Nature of the disease? How communicated? Symptoms? Dangers? Disinfection?
9. Chorea: Nature? Indicative symptoms? Causes? Treatment?
10. Adenoid growths: Nature of the disease? Symptoms? Treatment?
11. Pediculosis: Nature of the disease? Symptoms? Treatment?

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